

Attachment 2.1.3-B

Georgia ECCS Systems Integration with Federal and State Frameworks

<i>ECCS Goal</i>	<i>Contribution to bldg. key element important in comprehensive system building</i>	<i>Contribution to critical components important to Federal Logic Model</i>	<i>Contribution to Short Term or Longer Term Outcomes noted on Logic Model for Federal Partners Work Group(FPWG)</i>
<u>Goal 1:</u> State partnerships around ECCS principles and elements are strengthened through collaborative projects, including assessing, prioritizing, and addressing early childhood statewide resources, gaps, and barriers.	Governance  Communications  Provider Practitioner Support  Financing  Family Leadership Development	Mental Health and Social Emotional Development  Health Care/Medical Homes  Early Care and Education  Parenting Education  Family Support	<u>Short Term:</u> <ul style="list-style-type: none"> <li>• FPWG participants report obtaining sound understanding of programs, areas of alignment.</li> <li>• FPWG members report greater levels of collaborative training/technical assistance (T/TA), grant funding that result in benefits to state teams' program, systems, and collaboration components.</li> <li>• State teams and target groups report receiving and using documents communicating support for alignment and collaboration.</li> <li>• State teams and target groups report using memos, regulations, and guidance.</li> <li>• State teams and target groups report benefiting from grants supporting collaboration.</li> <li>• State teams and target groups increase collaboration and alignment.</li> <li>• Enhanced collaboration results in improvements in state Early Childhood Teams (ECT) programs, systems, and collaboration components.</li> </ul> <u>Long Term:</u> <ul style="list-style-type: none"> <li>• Increasing coverage across all five critical components.</li> <li>• Developing early childhood systems financial scans, early childhood budgets and other financing tools.</li> <li>• Increasing involvement of senior state officials in ECT and involvement of ECT in State and public-private sector early childhood systems development.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Promoting professional development among early childhood providers and practitioners through TA and other supports.</li> <li>• Increasing efforts to support families and inform providers, practitioners, and general public on the importance of early childhood systems.</li> <li>• Engaging wide range of partners engaged in development/updating state ECT plans and ongoing effective joint planning.</li> <li>• Increasing joint program standards and collaborative monitoring efforts.</li> <li>• Increasing state capacity to implement evidence-based and best practices in early childhood.</li> </ul>
<u>Goal 2:</u> All children birth to five receive coordinated, ongoing standardized developmental screening at recommended levels, as well as, when observation yields concerns about delayed or disordered development.	<p>Communication</p> <p>Provider Practitioner Support</p> <p>Standards</p> <p>Monitoring/Accountability</p>	<p>Mental Health and Social Emotional Development</p> <p>Health Care/Medical Homes</p> <p>Early Care and Education</p> <p>Parenting Education</p> <p>Family Support</p>	<p><u>Short Term:</u></p> <ul style="list-style-type: none"> <li>• State teams and target groups increase collaboration and alignment.</li> </ul> <p><u>Long Term:</u></p> <ul style="list-style-type: none"> <li>• Promoting professional development among early childhood providers and practitioners through technical assistance and other support.</li> <li>• Increasing efforts to support families and inform providers, practitioners, and the general public on the importance of early childhood.</li> </ul>

## Georgia ECCS Systems Integration with Federal and State Frameworks (continued)

<b><i>ECCS Goal</i></b>	<b><i>Contribution to Governor's Office for Children and Families (GOCF) results areas for ages birth – 5.</i></b>	<b><i>Contribution to aspects of Center for the Social and Emotional Foundation of Early Learning (CSEFL) Pyramid Model for Promoting Social Emotional Competence In Infants and Young Children</i></b>	<b><i>Contribution to Strengthening Families protective factors</i></b>
<b><i>Goal 1:</i></b> State partnerships around ECCS principles and elements are strengthened through collaborative projects, including assessing, prioritizing, and addressing early childhood statewide resources, gaps, and barriers.	<p><i>Educated</i> - Ensure school readiness</p> <p><i>Healthy</i> - Improve health of infants/children</p> <p><i>Safe</i> - Enhance family relationships</p> <p><i>Growing</i> – Improve family stability</p>	<p><i>Effective Workforce</i> – Systems and policies promote and sustain the use of evidence-based practices</p> <p><i>Nurturing and Responsive Relationships</i> – Supportive responsive relationships among adults and children are an essential component to promote healthy social emotional development</p> <p><i>High Quality Supportive Environments</i> – High quality early childhood environments promote positive outcomes for all children.</p> <p><i>Targeted Social Emotional Supports</i> – Systematic approaches to teaching social skills can have a preventive and remedial effect.</p>	<p>Parental Resilience</p> <p>Concrete Support in Times of Need</p> <p>Social Connections</p>
<b><i>Goal 2:</i></b> All children birth to five receive coordinated, ongoing standardized developmental screening at recommended levels, as well as, when observation yields concerns about delayed or atypical development.	<p><i>Educated</i> - Ensure school readiness</p> <p><i>Healthy</i> - Improve health of infants/children</p> <p><i>Safe</i> - Enhance family relationships</p>	<p><i>Effective Workforce</i> – Systems and policies promote and sustain the use of evidence-based practices</p> <p><i>Nurturing and Responsive Relationships</i> – Supportive responsive relationships among adults and children are an essential component to promote healthy social emotional development</p> <p><i>High Quality Supportive Environments</i> – High quality early childhood environments promote positive outcomes for all children.</p> <p><i>Targeted Social Emotional Supports</i> – Systematic approaches to teaching social skills can have a preventive and remedial effect</p>	<p>Knowledge of Parenting and Child Development</p> <p>Social and Emotional Development</p>